

The Newberry Herald.

A Family Companion, Devoted to Literature, Miscellany, News, Agriculture, Markets, &c.

Vol. XIX.

NEWBERRY, S. C., THURSDAY, JULY 19, 1883.

No. 29.

Miscellaneous.

SPRING OPENING OF 1883,
Embracing a Large Stock of
CLOTHING
FOR MEN, YOUTHS, BOYS AND CHILDREN,
CASSIMERE SUITS,
CHEVIOT SUITS,
FLANNEL SUITS,
SERGE SUITS.
Gents' Furnishing Goods.

This stock is complete in all its varieties and styles.

My Stock of Gents' Fine Shoes

has been selected with great care and can furnish you all the styles.

Low Quarters and Gaiters in Calf and Matt Kid.

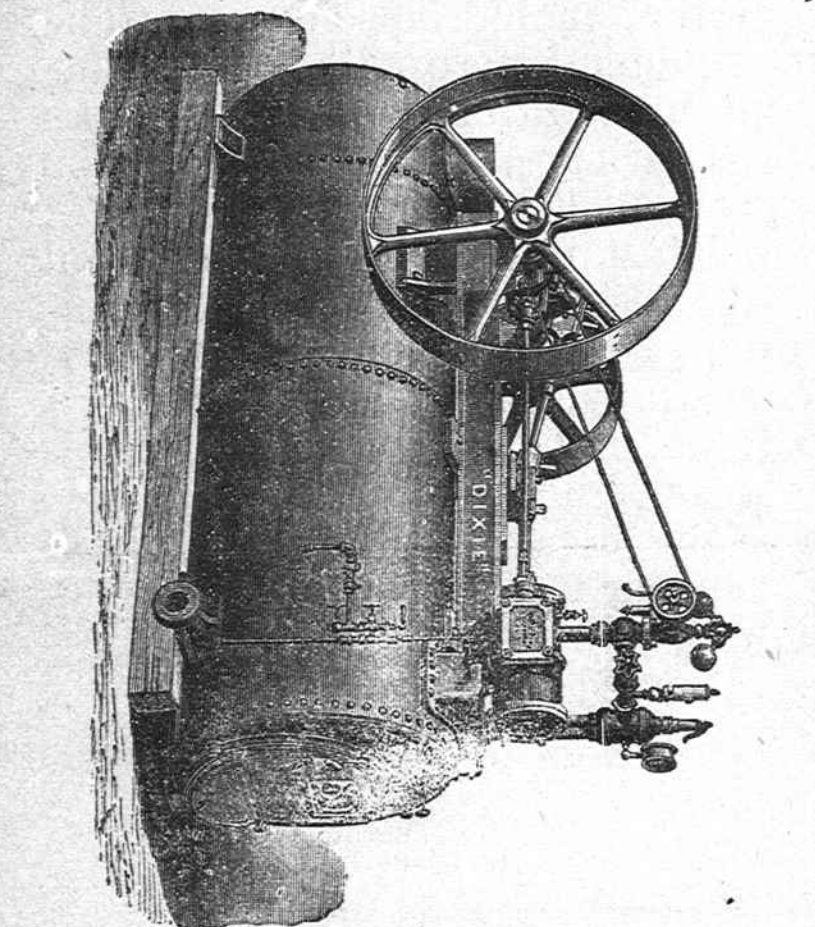
All orders addressed to my care will be attended to promptly.

M. L. KINARD.

COLUMBIA, S. C.

May 2, 18—11.

Talbott & Sons,



PORTABLE AND STATIONARY
Engines and Boilers,

SAW AND CORN MILLS,
Cotton Gins and Presses.

Have been Awarded FIRST PREMIUM, Over all Competitors, at

EVERY FAIR WHERE EXHIBITED!

WE CHALLENGE COMPETITION!

We Deal Direct with the Purchaser, and Guarantee Satisfaction.

WRITE FOR CATALOGUE.**TALBOTT & SONS,**

CHARLOTTE, N. C. COLUMBIA, S. C.

May 8, 19—3mos.

A TRIAL OF THE BALTIMORE JOBBER

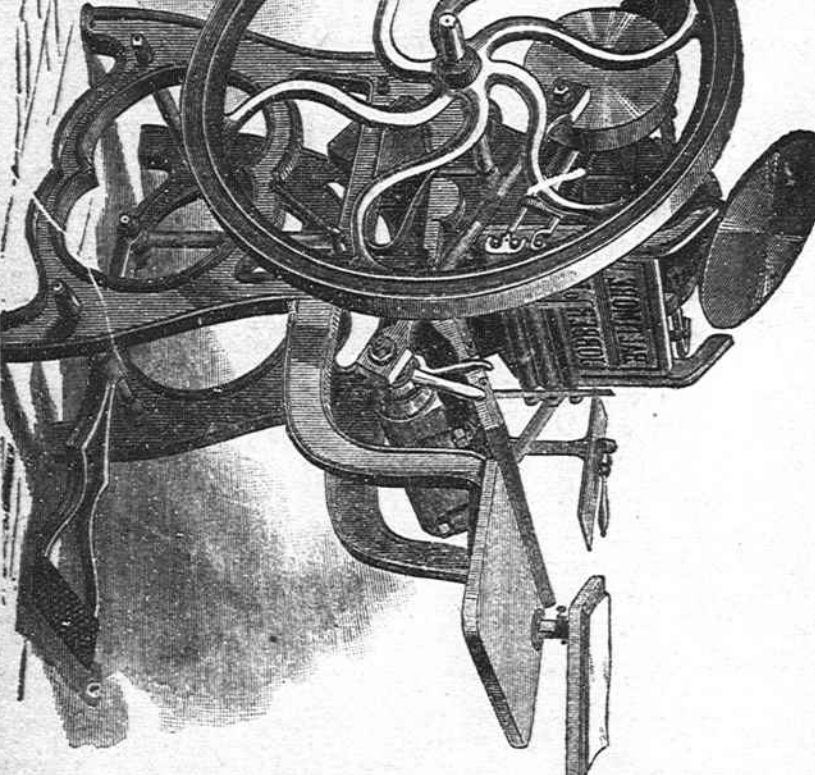
WILL CLEARLY SUBSTANTIATE SIX ESPECIAL POINTS OF EXCELLENCE.

1st—It is the easiest running press made. 2d—It is as strong as any press

made. 3d—It is the most durable press made. 4th—It will do as good work

as any press made. 5th—It will take less to keep it in repair than any press

made. 6th—(Last but not least) It costs less than any first-class press made.



ALL SIZES PRESSES, TYPE AND PRINTERS' SUPPLIES,
Catalogue Free.

J. F. W. DORMAN, 21 GERMAN ST., BALTIMORE, MD.

All subscribers to the HERALD are

invited to ask for and receive a copy of

Kendall's Treatise on the Horse. A

very valuable book which we intend to

distribute free.

A copy of the Great Industries of the

United States, a large 85 book, will be

given for two names to the HERALD, if

accompanied by \$4. Only two subscri-

bers. Four dollars in subscriptions,

and five in a book.

Baccalaureate Address of Rev.
Dr. J. Steck, of Newberry,
Delivered June 17th, 1883,
in Walthalla Lutheran
Church.

PHILOPHRENIAN HALL,
Walthalla, S. C., June 18th, 1883.

REV. DR. J. STECK—Dear Sir:
The graduating class was highly
delighted with your discourse to us
on last Sabbath, June 17th, and if
not contrary to your wishes, would
request a copy for publication. With
much respect we remain yours, &c.,
truly,

MAMIE SIMPSON,
MAGGIE SHELTON,
FANNIE HALTIWANGER,
SALLIE NORTON,
LILA RILEY.

WALTHALLA, June 19, 1883.
To the Misses Simpson, Shelton,
Haltiwanger, Norton and Riley:

YOUNG LADIES—The address I
had the honor to deliver, and which
you have thought well enough of to
solicit for publication, is at your
disposal, with the prayer that it
may do good.

J. STECK.
"Unto every one that hath shall
be given and he shall have abun-

dance."—Matthew xxv, 29.

These words are selected from

our Saviour's parable of the en-

trusted talents. It represents a

certain master on the eve of taking

a long journey, entrusting to his

servants a certain amount of money.

To one he entrusted five talents, to

another two, and to another one.

After he had gone the servants were

free to employ them as they thought

best. Two of them employed theirs

in such a manner as to double

them by the time the master re-

turned. The other hid his for safe

keeping, and by his unwise con-

duct gained nothing for himself or

his master. Upon the master's re-

turn he called them severally to ac-

count. The one to whom he had

entrusted five talents, and who, by

prudent management, had doubled

them, was greeted with, "Well done,

good and faithful servant." The

one to whom he had entrusted two

talents, and who had in like man-

ner doubled them, was, in like man-

ner commended. But that one who

had his lord's money, and returned

it rusty and without interest, was

condemned, the master saying,

"Take the talent from him and give

it to him that hath ten talents, for

unto every one that hath shall be

given and he shall have abundance,

and from him that hath not shall

be taken even that which he hath."

By every one that hath is meant

every one that improves what God

has entrusted to him; and by every

one that hath not is meant every

one that fails to improve what God

has entrusted to him. The word

talent literally and primarily refers

to money, but metaphorically it

means any valuable possession,

whether material, intellectual, civil,

social or moral. The general truth

of the parable is that our talents

will be multiplied, or diminished,

according as we improve or fail to

improve them. Education is a tal-

ent capable of abundant enlarge-

ment. It is capable also of serious

diminution. It is possible for a

student, six months after gradua-

tion, to have less education than at

the time of receiving the diploma.

It is not only possible, but it is a

matter of frequent occurrence. And

there are many instances, not only

of diminution of education, but of

the gradual decay of mental power,

from the same cause. An unfaith-

ful custodian of another's treasure

is no more certain of losing his

custodianship than is an unfaithful

alumnus of sinking in scholarly at-

tainment. Hence, the oft repeated

admonition to graduating classes

about their education not being

finished, and the necessity of pro-

secuting it in the future—in all the

future! The sum of money that

doubles and quadruples itself so

often is the employed—the active

sum of money that finds its way in-

to the channels of business, which

possess the magic power of con-

verting even the humble sixpence

into a fortune. The knowledge and

application of this law has often

made honest millionaires of poor

men. In like manner, the educa-

tion that doubles and quadruples

itself is the active education, that

throws itself into all the channels

of thought, which possess, in like

manner, the magic power of con-

verting the tyro in learning into

the master in arts, science, litera-

ture and philosophy. The hill of

science is so broad and so high that

no mortal ever trod, or can tread,

its entire surface. What seems its

top is only the limit of human vi-

sion, and that once reached, the

traveler, like the tourist in the Alps,

sees "hills peep o'er hills and Alps

on Alps arise," innumerable and

without end. Those who have gone

farthest and mounted highest have

all started from the same valley,

and by labored steps, gained at

length their lofty elevation.

Young ladies of the graduating

class, you have made good progress

up this hill, and under the direction

of your experienced guides, reached

a point where, when they leave you

with the honors they are about to

bestow, you will discover other

heights in every direction, inviting

you still onward and still upward.

Accept the invitation and let your

motto ever be—still onward and

still upward.

In order that you may realize all

the possibilities that lie in your

future path.

I. Aim ever to be thorough.

To the credit of the learned and

venerable head of the Walthalla Fe-

male College, its course of study

has been chosen with a view to lay-

ing an educational foundation so

deep and so broad, that its gradu-

ates might in the future, rear any

praiseworthy ideal superstructure

upon it. The old inductive idea of

education, regarding the mind as a

mere receptacle of knowledge, which

only required filling up in order

to be educated, has long since been

discarded. The natural re-bound

from this extreme was its opposi-

te, which regarded education as

simply a process of education—a

drawing out of the undeveloped

powers. The truth here, as else-

where, lies in the golden mean. The

mere filling up of the mind's re-

ceptivity with Latin, French, His-

tory, Philosophy, and various other

branches of study, may be accom-

plished by some minds with very

little education. Some memories

are very capacious, but what is a

capacious memory without judg-

ment, taste, or practical sense? A

mere prodigy in knowledge may

be a prodigious failure in every-

thing else. And so may the man

be whose education has been con-

ducted upon the drawing out theory

of pure mental gymnastics. Educa-

tion includes a proper kind of

knowledge and that mental dis-

cipline which is necessary to apply

it wisely. These requisites cannot

be attained without that thorough

study which makes the student

master of each branch as far as it

is taken up in his course. The

mind gains strength by conquering

difficulties in study, and it becomes

weak by retreating before them.

There is such a thing as mental

demoralization from defeat. If a

branch of study conquer the stu-

dent, instead of the student con-

quering the study, it will not in

full till that student is in full re-

treit before every study that re-

quires close application. Soon his

whole way will be hedged up, and

he will be a helpless prisoner, and

the sooner he is exchanged the

better. Many of the different

branches of study are so related

to each other that one slight omis-

sion may make an impassable gulf

between its lower and higher parts.

A chain with a missing link will not

bind. The mathematics, from the

multiplication table to the calcu-

lation of an eclipse, are all linked

together, and if the student miss

one important link, he can make no

certain progress in that study until

he has gone back and replaced it.

So it is, to a certain extent, in

languages, the physical sciences,

and many other branches. All of

a particular department are so re-

lated, the higher to the lower, that

the student can only make certain,

safe and comfortable progress, by

thoroughly mastering all that he

undertakes. Such a course stores

the mind with useful knowledge,

and at the same time, imparts to it

the discipline that is necessary to

its right application. However

greatly the circle of study may be

enlarged in after life, there will

then always be capacity to gather

treasures of wisdom from its hid-

den stores, whether in the field

of literature, history, science, art, phi-